Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Nervous system and behavioural science**
- Module Code: **BMS NB 1-1**
- Year: **2023- 2024**
- Semester: ***S4***
- Credit hours: **8 credit hours**
- Module contact hours: **112**
- Module Coordinator: **د.اماني مقبل زايد الدسوقي**

Name of Module management team	Department	Task	Contact number
د.بسمه حامد إبراهيم محمد	Pathology	**E-learning coordination**	*01110175996*
د.اماني مقبل زايد الدسوقي	Pharmacology	**Course document coordination**	01062724357
د. رنا صفاء الدين عبد الهادي د. داليا عاطف رشدي حميد	Psychiatry Physiology	**Course timetable &halls distribution preparation**	*01065777875* *01009914693*
ا.م.د. امتثال ممدوح محمد حامد البستاوي د. أسماء محمد يوسف د. سمر محمد رضا حامد	Anatomy Parasitology Histology	**Students' attendance sheets preparation**	*01024232128* *01023062767* *01141315161*
د. فاطمة زهري كامل خاطر	Microbiology	**Students' assessment coordination**	*01204477335*

B- Statistical Information

- No. of students attending the module: **2310** , Percent: **100%**
- No. of students completing the module: **2040** , Percent: **88.31%**
- No. of students attending exam: **2040** , percent: **88.31%**
- **Results:**

No. of Passed students: **2032** , Percent: **86.37%**

No. of Failed students **278** , Percent: **12.03%**

- **Grading of successful students:**

Excellent: No: **928** , Percent: **52.67%**

Very Good: No: **400** , Percent: **22.70%**

Good;NO; 279 , percent :15.83%

acceptable ;NO, 155 , Percent 8.80%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**ONLINE** **Lectures** • EMOTION • MENINGITIS **SGS** • Anatomy of Spinal cord& Scalp • Physiology of Reflex properties • Histology of Neuroglia **FACE TO FACE** **Lectures** • Anatomy of spinal cord • Receptors • Histology of Neuron: structure & classification and Histology of nerve fibbers • Physiology of Pain • AFRICAN TRYPANOSOMA **Practical** • Anatomy of Skull • Physiology of pain control • Histology of Spinal& sympathetic ganglia, nerve trunk • Ascending Tracts, sensation from head and neck • EXAMINATION OF SENSATION • Anatomy of cervical vertebrae **SGS** • Physiology of pain control • Memory and learning
2nd	**ONLINE** **Lecture**

	• Histology of Meninges, brain barriers. • Cysticercosis **SGS** • MEMORY AND LEARNING • SYNAPSES AND RECEPTORS • Analgesics **Practical** • Ascending Tracts, sensation from head and neck **FACE TO FACE** **Lectures** • STRETCH REFLEX • Physiology of PRAMIDAL TRACTS • Histological structure of spinal cord and brain stem • treatment of mood disorders **Practical** • superficial reflex • Histology of Cerebrum and cerebellum • Levels of spinal cord • Tendon jerk • Anatomy of brain stem and cerebellum • Lab diagnosis of meningitis **SGS** • Meningitis **Flipped** • FREE LIVING AMAEBA
3rd	**ONLINE** **Lectures** • Microbiological diagnosis of ear and eye infection SGS • Sedative, Hypnotics, and anaesthesia **SGS** • Brain Tumours • Sedative, Hypnotics, and anaesthesia • Treatment of mood disorders **PRACTICAL** • Microbiological diagnosis of ear and eye infection **FACE TO FACE** **Lectures**

	• Encephalitis and Rabies • EPITHELIAL LINING OF EXTERNAL AND MIDDLE ear • Anatomy of Diencephalon and third ventricle • Intracranial tumours and peripheral nerve disease **Practical** • LEVELS OF MEDULLA • LEVELS OF PONS • Anatomy of Cerebrum and limbic system • Neisseria, Haemophilus, Cryptococcus • AFRICAN TRYPONOSOMA • CYSTICERCOSIS **SGS** • INT.CAPSULE, UMN, LMN • THALAMUS, HYPOTH., LIMBIC SYSTEM, Reticular formation • Cerebellum **Flipped** • Free living ameba
4th	**ONLINE** **Lecture** • Development of nervous system • onchocerciasis **SGS** • CSF circulation and cavernous sinus • Colour vision, binocular vision pathway and cortex **FACE TO FACE** **Lectures** • Basal ganglia and lateral ventricle • Coats of eye and cornea • PHYSIOLOGY OF RETINA • PHYSIOLOGY OF HEARING **Practical** • Histology of Ear; organ of corti • Anatomy of Cranial dural folds &dural venous sinuses • Physiology of Cornea and aqueous • Neoplastic and non-neoplastic brain lesion 1 • Internal structure of cerebral hemisphere • GLUCOMA

	• Histology of Eye; eye lid, cornea, retina • CYSTICERCOSIS **TBL** • TBL (Physiology-Anatomy-Histology)
5th	**ONLINE** **SGS** • Sleep and memory • Anatomy of Muscles supplied by v & vii nerves. • Anatomy of Muscles supplied by v & vii nerves. **FACE TO FACE** **Lectures** • Antiepileptics • Anatomy of Ear and v,via,viii nerves • Anatomy of Last 4 cranial nerves **Practical** • MIDDLE EAR, HEARING TESTS, AND DEAFNESS • Neoplastic and non-neoplastic brain lesion 2 • Blood supply of brain • Anatomy of Orbital muscles **SGS** • Arterial supply of the brain • Antiepileptics • VESTIBULAR APPARATUS, auditory PATHWAY AND CORTEX **Flipped** • Neurodegenerative disorders

2- Topics taught as a percentage of content specified: 100%

Reasons in detail for not teaching any topic: (none)
If any topics were taught which are not specified, give reasons in detail: (none)

3- Teaching and learning methods:

	Methods	Advantages	Challenges
	Lectures (face to	- Allows teaching to large groups at the same time	- No records of student attendance

	face)		- Some students did not attend - Uneven visibility& clarity of the presentation for all students - Large topic with uneven briefing
	Lectures (recorded)	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarity of the presentation to all students	-Large content in a short time
	SGS	- Allow interaction between students and staff. - Allow discussion and brainstorming.	- Deficient or malfunctioning technical equipment in some teaching rooms.
	Practical	-Allow acquisition of practical skills by students	- Few resources (few halls).
	Flipped learning	- Give the students the chance to self-learning. - Enhance team working. Improve presentation skills	- Few resources - Some students do not have the skills of presentation.
	Team based learning (TBL)	- Encourage teamwork - Encourage collaboration between students	- Limited area of teaching rooms - Inadequate technical equipment - Some students depended on their colleagues in their teams

Figure 1

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

  Throughout the module during flipped learning and small group sessions by using case scenario discussions.

- **What went well?**

  Sessions went well with active participation of students.

- **What could be improved?**

- Allowing more time between the lecture and the applied SGS session

- Allow more time for teaching the module totally, as the students have condensed course in a very short time (begin from 9 am to 3 pm most of the days), not enough to understand and apply the learned material, also this material will be lost by time, as no revision later on.

B. Summative assessment

What were the methods and tools?

During the module:

1- Team based learning (TBL) [case studies, MCQ]

2- Flipped [Assessment rubrics, checklist]

Final module exam

- End module examination in the form of quiz.
- Final examination: Written examination (short essay- short questions- MCQ), Practical exam (OSPE)

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it
If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.
(none)

Explain if there were any unusual events or circumstances that might have affected the grade distribution. (none)

5- Examination committee:

Head: Prof. Dr. Abdullah Elbeialy, Head of Microbiology, and immunology Department

Members:

ا.د.ايمان طاهر نور الدين	Pathology department
ا.د. داليا محمد عبد المطلب	Clinical pharmacology department
ا.د داليا عبد الخالق	Parasitology departement
ا.د عبد الله البيلي	Microbiology department
ا.د امل الشحات ابراهيم الشحات النجار	Human anatomy department
ا د شرين العربي بدير	Human physiology department
ا.د عبير عزمي	Histology department
د فاطمة الشريف	Psychiatry departement

Role of external examiner: (NA)

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: no
- Adequate to some extent: yes
- Inadequate: no

List any inadequacies:

Shortage of data show and computers in some teaching rooms.
Over crowdedness of the teaching rooms (small to student numbers)

7- Administrative constraints

List any difficulties encountered: None

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication (√)

2. Written comments

3. Surveys

List any criticism	Response of MMT
Inadequate suitability of teaching venues to fully support the requirements of effective teaching and learning activities.	Continuous monitoring and maintenance of teaching and learning facilities will be implemented to ensure that study venues remain fit for purpose and provide a safe, effective, and supportive learning environment.
In histology practical sessions, students should be provided with the opportunity to use microscopes and examine histological slides to support the development of their practical and observational skills in tissue identification.	Starting from the next academic year, microscopes will be fully integrated into histology practical sessions to enhance students' hands-on experience and strengthen their practical understanding of microscopic tissue structures.
Students experience reduced motivation accompanied by increased levels of stress, which may negatively affect their academic engagement and overall learning performance.	The Student Guidance Unit will place greater emphasis on addressing students' psychological and emotional needs through enhanced support services, early identification of at-risk students, and the provision of appropriate counseling and referral mechanisms.

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication

2. Written comments

3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Overcrowded classes	Transfer students to other classes when available
Non or Malfunction of computes and data show	-Staff uses their own laptops when available and whiteboard. - Use printed material. - Change the halls sometimes.

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication √

2. Written comments √

3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Non- or Malfunction of computers and data show and use of laptops of the staff	Reporting to the administrative personnel

1- Comments from external evaluator(s):

Comments	Response of MM team
NA	**NA**

2- Module enhancement:

Progress on actions identified in the previous year's action plan:

Action	Completed (yes or no)	Reasons for non-completion

3- Action plan for academic year 2023/2024

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2023-2024**	**Faculty members and assistants**
Provide adequate places to hold the mid module exam for all students at the same time	**By the academic year 2023-2024**	**Faculty members and assistants**
Provide suitably large	**By the academic**	**Faculty members and**

teaching rooms to accommodate students with more convenience	**year 2023-2024**	**assistants**
The handout must be rearranged (some topics had shortage in knowledge	**By the academic year 2023-2024**	**All participating** Staff members in the CMMT

Date: 21/8/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Endocrine system**
- Module Code: **BMS EN 1-1**
- Year: **2023/2024**
- Semester: **S4**
- Credit hours: **5 CH**
- Module contact hours: **72 hours**
- Module Coordinator: Dr/ Dalia Abd elmotalib
- Module Management Team:

Name	Department	Task
1- د مها شهاب	Anatomy	E-learning coordination
2- د انسام مقبل	Biochemistry	Course document coordination
3- د دينا صلاح	Biochemistry	
4- د علياء احمد عبد الستار	Histology	Course timetable & halls distribution preparation
5- د نهال احمد	Anatomy	Students' attendance sheets preparation
6- د سارة جمال	Physiology	
7- د دعاء فضالي	Pharmacology	Students' assessment coordination

B- Statistical Information

- No. of students attending the module: 428 Percent: 100%
- No. of students completing the module: 428 Percent: 100%
- No. of students attending exam: 329 Percent: 76.9%
- **Results:**

No. of Passed students: 223 Percent: 67.8%
No. of Failed students: 106 Percent: 32.2%

- **Grading of successful students:**

Excellent: No. : 6 Percent: 1.8%
Very Good: No. : 13 Percent: 4.0%
Good: No. : 8 Percent: 2.4%
Pass: No. : 196 Percent: 59.6%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Recorded Lectures** Bio: mechanism of hormone action Anatomy: hypothalamus and pituitary glands Histology of anterior pituitary gland Histology of posterior pituitary, Pineal gland, and blood supply of pituitary gland Physiology: Feedback mechanism, hypothalamus Physiology: anterior pituitary Anatomy of thyroid, parathyroid glands Physiology: adrenal cortex Physiology: adrenal medulla Pathology: adrenal gland **Online SGS** • Pathology: thyroid(Goitre and thyroid tumor) • Histology: adrenal gland **Face to face** **Lectures** Pathology: pituitary Histology: thyroid, parathyroid glands Physiology: thyroid gland Bio: thyroid hormone biosynthesis Pathology: thyroid gland Pharma: thyroid gland Anatomy: adrenal gland **Practical** Anatomy: hypothalamus and pituitary Anatomy: thyroid, parathyroid Physiology: pituitary **SGS** - Physiology: posterior pituitary - Anatomy: thyroid, parathyroid **Flipped** - Pharma: pituitary and hypothalamus

2nd	**RECORDED Lectures** - Pharma: treatment of DM type I - Pharma: treatment of DM type II - Physiology: local hormones +pineal gland - Physiology: pancreas **Online SGS** - Histology: endocrine portion of pancreas and revision of endocrine glands - Bio:DM **Face to face** **Lectures** - Pharma: adrenal gland - Bio: glucose hemostasis, DM - Bio: hormone affect lipid metabolism, feed and fast - Pathology: pancreas - Physiology: heat regulation **Practical** - Histology of pituitary, thyroid ,parathyroid gland - Physiology: thyroid gland - Bio: Thyroid function test - Pathology: thyroid gland - Pharma: thyrotoxicosis - Physiology: parathyroid - Anatomy: adrenal gland **TBL** - Histology with physiology
3rd	**Face to face** **Practical** - Histology: of suprarenal gland and endocrine - portion of pancreas - Physiology: adrenal - Bio: glucose estimation - Pharma: treatment of DM - Pathology: adrenal and pancreas **SGS** - Pharma: adrenal (corticosteroid) - Bio fed and fast status

2- Topics taught as a percentage of content specified: 100%

Reasons in detail for not teaching any topic: (none)

If any topics were taught which are not specified, give reasons in detail: (none)

3- Teaching and learning methods:

	Methods	Advantages	Challenges
	Lectures (face to face)	- Allows teaching to large groups at the same time	- No records of student attendance - Some students did not attend - Uneven visibility& clarity of the presentation for all students - Large topic with uneven briefing
	Lectures (recorded)	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarity of the presentation to all students	-Large content in a short time
	SGS	- Allow interaction between students and staff. - Allow discussion and brainstorming.	- Deficient or malfunctioning technical equipment in some teaching rooms.
	Practical	-Allow acquisition of practical skills by students	- Few resources (few halls).
	Flipped learning	- Give the students the chance to self-learning. - Enhance team working. Improve presentation skills	- Few resources - Some students do not have the skills of presentation.

	Team based learning (TBL)	- Encourage teamwork - Encourage collaboration between students	- Limited area of teaching rooms - Inadequate technical equipment - Some students depended on their colleagues in their teams

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

  Throughout the module during flipped learning and small group sessions by using case scenario discussions.

- **What went well?**

  Sessions went well with active participation of students.

- **What could be improved?**

- Allowing more time between the lecture and the applied SGS session
- Allow more time for teaching the module totally, as the students have condensed course in a very short time (begin from 9 am to 3 pm most of the days), not enough to understand and apply the learned material, also this material will be lost by time, as no revision later on.

B. Summative assessment

What were the methods and tools?

During the module:

1- Team based learning (TBL) [case studies, MCQ]

2- Flipped [Assessment rubrics, checklist]

Final module exam

- End module examination in the form of quiz.
- Final examination: Written examination (short essay- short questions- MCQ), Practical exam (OSPE)

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it
If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.
(none)

Explain if there were any unusual events or circumstances that might have affected the grade distribution. (none)

5- Examination committee:

Head: Prof. Dr. Dalia Abd El motalib, Head of Pharmacology Department

Members:

Dr.Eman Taher Nor Eldeen	Pathology department
Dr. Amal Saeed.	Biochemistry department
Dr.Amal Elshahat	Human anatomy department
Dr.Sheriene El-Araby Bedair	Human physiology department
Dr.Abeer Azmy	Histology department
Dr. Dalia Abdel Moteleb	Clinical Pharmacology department

Role of external examiner: (NA)

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: no
- Adequate to some extent: yes
- Inadequate: no

List any inadequacies:

Shortage of data show and computers in some teaching rooms.
Over crowdedness of the teaching rooms (small to student numbers)

7- Administrative constraints

List any difficulties encountered: None

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication (√)

2. Written comments

3. Surveys

List any criticism	Response of MMT
Overcrowded classes	Transfer students to other classes when available
Non or Malfunction of computes and data show	-Staff uses their own laptops when available and whiteboard. - Use printed material. - Change the halls sometimes.

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication √

2. Written comments √

3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Non- or Malfunction of computers and data show and use of laptops of the staff	Reporting to the administrative personnel

9- Comments from external evaluator(s):

Comments	Response of MM team
NA	**NA**

10- Module enhancement:

Progress on actions identified in the previous year's action plan:

Action	Completed (yes or no)	Reasons for non-completion
Provide teaching rooms with functioning computers and data show	Yes (completed)	

11- Action plan for academic year 2023/2024

Actions required	Completion date	Person responsible
Equip teaching rooms with functioning computers and data shows	**By the academic year 2023-2024**	**Faculty members and assistants**
Provide larger teaching rooms and adequate places for the mid-module exam	**By the academic year 2023-2024**	**Faculty members and assistants**
Rearrange the handout to cover all topics evenly	**By the academic year 2023-2024**	**All participating staff members in the CMMT**

Module coordinator : **signature**

Date: 21/ 8 / 2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Cardiovascular system**
- Module Code: BMS CV 1-1
- Year: **2023- 2024**
- Semester: **S3**
- Credit hours: **6 hours**
- Module contact hours: **90 hours**
- Module Coordinator: Dr**. Enas Fouad**
- Module Management Team:

Module management team (MMT) Tasks			
Task	***Responsible member***	***Department***	***Contact No.***
1. E-learning coordination	***Dr\Hadeel Elsherbieny***	***physiology***	***0 127 606 3456***
2. Updated Course specs and E-book coordination	***Dr\Asmaa atef***	***Biochemistry***	***01013003733***
3. Module Timetable &Face to face sessions monitoring	***Dr\ Amira Fawzy*** ***DR\ Enas gamal***	***Anatomy*** ***Histology***	***0100030335*** ***0 100 282 7993***
4. Student attendance	***Dr\Youssef Elnosairy*** ***Dr\ Mai Alsadek***	***Pathology*** ***microbiology***	***0 100 827 1587*** ***01021385358***
5. Communication (with semester coordinator, flipped and TBL papers and marks collection, exam committee), surveys& module report	***Dr\Esraa Yehia***	***pharmacology***	***01064391853***

B- Statistical Information:

- No. of students attending the module:**1840,** Percent:
- No. of students completing the module: **1781**, Percent: 96.7%
- Absent students:59, Percent 3.3%
- **Results:**
  - No. of Passed students:1710, Percent: 96%
  - No. of Failed students: 71, Percent: 4%
- **Grading of successful students:**
  - Excellent: No.: **741** Percent:43.3%
  - Very Good: No.: **526** Percent:30.8%
  - Good: No.: No.: 363 Percent:21.2%
  - Pass: No.: No.: 80 Percent: 4.7%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online** **Lectures** - Introductory (heart position external feature) - Histological features of heart - Cardiac Properties 1 - Metabolism of cardiac muscle I **Sgs** • Cardiac Properties 3 • Cardiac output I • Histology of the heart **Practical** - ECG IV **Face to face** **- Lectures** - Pericardium and surface anatomy of the heart -Blood supply of the heart - Heart failure and Pericarditis - Cardiac Properties2 **Practical** - External Features of the Heart -Blood supply of the heart - Histology of heart -Cardiac biomarker - ECG I -ECG II -ECG III
2nd	**Online** **Lectures** - Cardiac output II Drugs used in Treatment of Heart Failure Metabolism of cardiac muscle II Histology of blood vessels Aneurysm **SGS** - Modulators of vascular tone1 -Modulators of vascular tone 2

	Modulators of vascular tone 3 - Histology of blood vessels **Practical** -Thoracic blood vessels Abdominal blood vessels **Face to face** **Lectures** -Endocarditis Myocarditis Cardiac CYCLE II -modulators of vascular tone1 - Head and neck blood vessels **Practical** - Atherosclerosis - Histology of blood vessels - Internal features of the Heart - Cardiac cycle 1 - Heart sounds 1 - Drugs used in the treatment of a case of acute pulmonary edema - Thrombosis, Embolism - Blood pressure measurement1 - Blood pressure measurement2
3rd	**Online** **Lectures** - Drugs used in Treatment of hypertension - Drugs used in Treatment of hypertension - Ischemic heart diseases - Blood pressure regulation1 **Sgs** - Drugs used in Treatment of hyperlipidaemia - Vessels of the upper limb **Practical** - Treatment of Hypertension - jugular venous pulse curve - Arterial pulse curve **Face to face** **Lectures** - Vessels of the upper limb

	- Blood pressure regulation1I - Drugs used in Treatment of hyperlipidaemia - Viral hemorrhagic fever - Metabolism of cholesterol - Coronary blood flow regulation and Microcirculation **Sgs** Drugs used in treatment of hypertension **Practical** -Cholesterol and lipid profile -Congestion+ edema - Drugs used in treatment of hypertension -Blood pressure measurementI -Blood pressure measurement II **Flipped** Shock (pharma) **TBL** (anatomy-physiology-pathology-histology)
4th	**Online** **Lectures** - Drugs used in Treatment of angina - Venous circulation - Microbial causes of cardiac infection - Lower limb blood vessels **Face to face** **Lectures** - Drugs used in Treatment of arrhythmia - shock - Rheumatic heart disease and valvular lesions - Metabolism of Plasma lipoprotein **Sgs** Veins of the limbs **Practical** -Vessels of the upper limb -Hypertension -Lower limb blood vessels - Jars -Chronic rheumatic heart disease -Drugs used in treatment of a case of unstable angina and myocardial infarction

2- Topics taught as a percentage of content specified (100%)

- Reasons in detail for not teaching any topic (None)

3-Teaching and learning methods:

	Methods	Advantages
1.	Lectures (face to face)	Allows teaching to large groups at the same time
2.	Lectures (recorded)	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarity of the presentation to all students
3.	Small group sessions (SGS)	- Allow interaction between the staff members and students in focused groups
4.	Team based learning (TBL)	- Encourage team work - Encourage collaboration between students
5.	Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students
6.	Clinical/practical sessions	-Allow acquisition of clinical skills by students

4-Student assessment:

A. Formative assessment

- **What are the methods and tools?**
  - Throughout the module during flipped learning and small group sessions by using case scenario discussions.
- **What went well?**
  Sessions went well with active participation of students
- **What could be improved?**
  -Allowing more time between the lecture and the applied SGS session

B. Summative assessment

- **What were the methods and tools?**

During the module:

1- Team based learning (TBL) [case studies, MCQ]

2- Flipped [Assessment rubrics, checklist]

Final module exam

• End module examination in the form of quiz.

Final examination: Written examination (short essay- short questions- MCQ), Practical exam (OSPE)

- **If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change and the reasons for it** (None)

- **If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.** (none)

- **Explain if there were any unusual events or circumstances that might have affected the grade distribution.**
  (None)

5-Examination committee:

Head : Prof. Dr., Eman Taher Nor Eldeen Head of Pathology Department

Members

Dr.Eman Taher Nor Eldeen	Pathology department
Dr. Amal Saeed.	Biochemistry department
Dr.Abdalla Elbeially.	Microbiology department
Dr.Amal Elshahat	Human anatomy department
Dr.Sheriene El-Araby Bedair	Human physiology department
Dr.Abeer Azmy	Histology department
Dr. Dalia Abdel Moteleb	Clinical Pharmacology department

Role of external examiner: (NA)

6-Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: No
- Adequate to some extent: **Yes**
- Inadequate: No

List any inadequacies:

Shortage of data show and computers in some teaching rooms.

7-Administrative constraints

List any difficulties encountered: None

8-Student evaluation of the module:

Done by (select the used method):

1. Verbal communication (√)
2. Written comments
3. Surveys (*Attach the survey responses*)

List any criticism	Response of MMT
Overcrowded classes	Transfer students to other classes when available
Non or Malfunction of computes and data show	-Staff uses their own laptops when available and whiteboard.

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication (√)
2. Written comments
3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Repeated technical problems with computers and data show	Regular reporting of problems and follow up

10-Action plan for academic year 2024/2025y

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2024-2025**	**Faculty members and assistants**
Provide suitably large teaching rooms to accommodate students with more convenience	**By the academic year 2023-2024**	**Faculty members and assistants**
The handout must be rearranged (some topics had shortage in knowledge	**By the academic year 2023-2024**	**All participating** Staff members in the CMMT

Semester coordinator: **signature**

Date: 17/4/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Digestive Module**
- Module Code: **BMS DI 2-1**
- Year: **2023-2024**
- Semester: **S3**
- Credit hours: **8 CH**
- Module contact hours: **99 hours**
- Module Coordinator: **Dr/ Samaa Mohamed El- Mahroky**

Name of Module management team	Department	Task	Contact number
Marwa Tharwat	Anatomy	**E-learning coordination**	01068370806
Eman Ahmed Shaimaa El-Sayed	Pharmacology Parasitology	**Course document coordination**	01002350399 01125216719
Eman Ahmed Samaa Mohamed	Pharmacology Histology	**Course timetable &halls distribution preparation**	01002350399 01028043846
Heba Abd-Elgleel Eman Ahmed Nermeen Mahmoud	Pathology Biochemistry Physiology	**Students' attendance sheets preparation**	01027449393 01229854645 01000089095
Feda Nabil Samaa Mohamed	Microbiology Histology	**Students' assessment coordination &Module report**	01091189118 01028043846

B- Statistical Information

- No. of students attending the module: 2338 , Percent:
- No. of students completing the module:2032, Percent: 87%
- No. of students attending exam:306, percent: 13%
- **Results:**

No. of Passed students:1461, Percent: 71.8%
No. of Failed students: 574, Percent: 28.2%

- **Grading of successful students:**

Excellent: No: 493, Percent: 33.7%
Very Good: No: 318, Percent: 21.7%
Good; NO: 348, percent:23.8%
acceptable; NO: 302, Percent: 20.6%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Recorded lectures** - Anatomy of oral cavity and oropharynx - Histology of oral cavity and oropharynx - Mastication, salivation, and swallow - Oral cavity and oropharynx disorders - Protozoal Infections of The Intestine (2hrs) **Online** **Lectures** - Anatomy of esophagus and stomach - Histology of esophagus and stomach - Gastric secretions - Gastric motility - Esophagus and stomach disorders - H. pylori - Histology of small and large intestine **SGS** - Anatomy of oral cavity - Anatomy of esophagus & stomach - Esophagus and stomach disorders - Gastric pits and intestinal crypts **Practical** - Protozoa - Esophagus and stomach disorders **Face to face** **Practical** - Anatomy of oral cavity and oropharynx - Histology of oral cavity and oropharynx - Oral cavity and oropharynx disorders
2nd	**Recorded Lectures** Microbial causes of gastroenteritis Therapeutic strategies for GERD& peptic ulcer Nematodes infections of The Intestine 1hr

	Online **SGS** - Therapeutic strategies for GERD& peptic ulcer - Protozoal Infections of The Intestine - Small and Large Intestinal motility and secretions - Bacterial causes of Diarrhea **Face to face** **Lectures** - Enteric fever - Pro-kinetic antiemetic - Anatomy of peritoneum - Anatomy of rectum and anal canal - Nematodes infections of The Intestine - Small and large intestinal disorders **Practical** - Therapeutic strategies for GERD& peptic ulcer - Nematodes infections of The Intestine - Anatomy of Esophagus and stomach - Intestine 1 - Histology of Esophagus and stomach - Histology of small and large intestine - Anatomy of Esophagus and stomach - Intestine 2 **TBL 1** Histology and Anatomy
3rd	**Online** **Lectures** - Trematodes and Cestodes infections of The Intestine - Anatomy of Liver and Biliary system - Histology of Liver and Biliary system - Digestion and absorption of Carbohydrates & lipid & protein - Protein Metabolism, Urea cycle **SGS** - Bile types and function of bile salts - Protein Metabolism, Urea cycle - Bile types and function of bile salts - Bacterial causes of Diarrhea

	- Prokinetic & antiemetic drugs - Ultrastructure of hepatocytes **Face to face** **Practical** - Trematodes and Cestodes Infections of The Intestine - Small and large intestinal disorders - Lab diagnosis of GIT infection - Antiamebiasis & Anti-helminthic **Flipped** - Schistosomiasis
4th	**Online** **Lectures** - Bile pigment and jaundice - liver disorders - Constipation and diarrhea - IBD - Parasitic Infections of the liver and biliary system - Blood supply of GIT **SGS** - Nematodes, Trematodes and Cestodes infections of The Intestine - Protein Metabolism, Urea cycle - Anatomy of portal circulation - Food poisoning **Face to face** **Practical** - Schistosomiasis - Histology of the liver & biliary system - Liver fuction - Anatomy of Liver and Biliary system - Abdominal wall **TBL 2** Pathology and Parasitology **Flipped** Hepatitis
5th	**Online**

	SGS - Histology of pancreas and salivary glands - Treatment of hepatitis and variceal Hemorrhage - Parasitic Infections of the liver and biliary system - Basal metabolic Rate/ Control of food intake - Anatomy of rectus sheath - Liver disorders **Face to face** **Lectures** - Abdominal wall - Pancreas and biliary system disorders - Fatty acid synthesis - Viral GIT infections - Treatment of hepatitis and variceal Hemorrhage **SGS** - Anatomy of pancreas - Amino Acid Metabolism **Practical** - Parasitic Infections of the liver and biliary system - Anatomy of spleen and pancreas - Histology salivary glands - Liver disorders - Pancreas and biliary system disorders **Flipped** Physiology of exocrine pancreatic secretion

2- Topics taught as a percentage of content specified: 100%

Reasons in detail for not teaching any topic: (none)

3- Teaching and learning methods:

	Methods	**Advantages**
	Lectures (face to face)	- Allows teaching to large groups at the same time
	Lectures (recorded)	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time

		- Clarity of the presentation to all students
	SGS	- Allow interaction between students and staff. - Allow discussion and brainstorming.
	Practical	-Allow acquisition of practical skills by students
	Flipped learning	- Give the students the chance to self-learning. - Enhance team working. Improve presentation skills
	Team based learning (TBL)	- Encourage teamwork - Encourage collaboration between students

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

  Throughout the module during flipped learning and small group sessions by using case scenario discussions.

- **What went well?**

  Sessions went well with active participation of students.

- **What could be improved?**

- Allowing more time between the lecture and the applied SGS session

B. Summative assessment

What were the methods and tools?

During the module:

1- Team based learning (TBL) [case studies, MCQ]

2- Flipped [Assessment rubrics, checklist]

Final module exam

- End module examination in the form of quiz.
- Final examination: Written examination (short essay- short questions- MCQ), Practical exam (OSPE)

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it
If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.
(none)

Explain if there were any unusual events or circumstances that might have affected the grade distribution. (none)

5- Examination committee:

Head: Prof. Dr. Abdalla Elbeially, Head of Microbiology Department

Members:

Dr. Dalia Abd El Khalik	Parasitology department
Dr. Eman Taher Nor Eldeen	Pathology department
Dr. Amal Saeed.	Biochemistry department
Dr. Abdalla Elbeially.	Microbiology department
Dr. Amal Elshahat	Human anatomy department
Dr. Sheriene El-Araby Bedair	Human physiology department
Dr. Abeer Mohamed Azmy	Histology department
Dr. Dalia Abdel Moteleb	Clinical Pharmacology department

Role of external examiner: (NA)

6- Facilities and teaching materials: (Please tell yes or no)

- Adequate to some extent: yes

List any inadequacies:

Shortage of data show and computers in some teaching rooms.
Over crowdedness of the teaching rooms (small to student numbers)

7- Administrative constraints

List any difficulties encountered: None

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication (√)

2. Written comments

3. Surveys

List any criticism	Response of MMT
Overcrowded classes	Transfer students to other classes when available
Non or Malfunction of computes and data show	-Staff uses their own laptops when available and whiteboard. - Use printed material. - Change the halls sometimes.

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication √

2. Written comments √

3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Non- or Malfunction of computers and data show and use of laptops of the staff	Reporting to the administrative personnel

9- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2024-2025**	**Faculty members and assistants**
Provide suitably large teaching rooms to accommodate students with more convenience	**By the academic year 2024-2025**	**Faculty members and assistants**

Semester coordinator: **signature**

Date: 17/4/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Kidney & Urinary System**
- Module Code: **BMS KU 1-1**
- Year: **2023-2024**
- Semester: **S3**
- Credit hours: **5 CH**
- Module contact hours: **68 hours**
- Module Coordinator: Dr/Heba Abo-Elkheir

Name of Module management team	Department	Task	Contact number
Samah Hassan Soliman	Parasitology	E-learning coordination	01009868041
Amina Ahmed Mohamed Abdelhadi	Microbiology	Course document coordination	01062894932
Heba Abo-elkheir Marwa Sabry	Pathology Anatomy	Course timetable &halls distribution preparation	01098413654 01229197700
Basma Saed Aliaa Ahmed Eman Mahmoud Farag Allah	Biochemistry Histology Physiology	Students' attendance sheets preparation	01067575581 01143391829 01104426568
Nefertiti Mohamed	Pharmacology	Students' assessment coordination	01061329496

B- Statistical Information

- No. of students attending the module: 2185, Percent: 100
- No. of students completing the module:1965, Percent: 89.9%
- No. of students attending exam: 1965, percent: 89.9%
- **Results:**

No. of Passed students: 1550, Percent: 78.88%
No. of Failed students: 489, Percent: 21.12%

- **Grading of successful students:**

Excellent: No: 618, Percent: 39.8%
Very Good: No:342, Percent: 22%
Good; NO: 366, percent: 23.6%
Acceptable; NO: 214, Percent: 13.8%

Comment:
The exam attendance reaches 89.9% indicates strong student participation and commitment to the module assessment. However, the success rate

78.8% that could be explained by the comprehensive nature of the module which covers a wide range of subjects that may present challenges for some students in achieving the required learning outcomes

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online** **Lectures** - Anatomy of the kidney and ureter - Structure of the nephron and collecting tubules - Clarify nephron dynamics and renal blood flow - Role of kidney in metabolism **Flipped** Renal vascular diseases and renal failure **Practical** - Urine Report - Urinary tract obstruction **Face to face** **Lectures** - Structure of the excretory passages - Microbiology of urinary tract infection - Assess dynamics of glomerular filtration rate - Glomerular diseases1 - Anatomy of the urinary bladder - Causes and complications of urinary tract obstruction **Practical** - Anatomy of the posterior abdominal wall - Slides of the kidney. - Role of GFR in staging of kidney function - Renal clearance - Laboratory diagnosis of UTIs **SGS** - Illustrate function of juxtaglomerular apparatus - Renal handling of glucose, amino acids and urea - Laboratory diagnosis of UTIs - Anatomy of the kidney
2nd	**Online** **Lectures** - loop and thiazide diuretics - Renal and urinary bladder tumors - Renal handling of sodium, chloride and calcium - Anatomy of the mal e and female urethra **SGS**

	- Potassium homeostasis and antidiuretics - Renal and urinary bladder tumors - Renal handling of water and control of ECF volume and osmolarity I - Renal handling of water and control of ECF volume and osmolarity II **Face to face** **Lectures** - Renal handling of potassium and phosphorus - Glomerular diseases 2 - Carbonic anhydrase inhibitors and osmotic diuresis - Renal handling of H+ and HCO3- - Potassium sparing diuretics **Practical** - Lumbar vertebrae and anatomy of the ureter - Gross and microscopic appearance of renal tumors - Loop and thiazide diuretics - Slides of the ureters and Urinary bladder - Sagittal section of the pelvis and Urinary bladder - laboratory diagnosis of UTIs - Sagittal section of the pelvis and Urinary bladder - Interpret electrolyte report - Slides of the ureters and Urinary bladder
3rd	**Online** **Lectures** - Clarify mechanism of renal medullary interstitial hyperosmolarity and urea cycle - Urinary Shistosomiasis1 - Urinary Shistosomiasis2&DD - Nucleotide metabolism **Practical** - Kidney function test - Culture and sensitivity report - Gross and microscopic appearance of urinary bladder tumors - Acid- base balance **Face to face** **Practical** - Urinary Schistosomiasis - Jars and radiology - laboratory diagnosis of UTIs **SGS** - Comparison between PCT and DCT, transitional epithelium - Outline body defense mechanisms against pH changes - Renal tubular and interstitial diseases **Flipped** - Filling of the urinary bladder and micturition reflex

	TBL - Pharma, Micro, Physiology and Histology

2- Topics taught as a percentage of content specified: 100%

3- Teaching and learning methods:

	Methods	Advantages
1	Lectures (face to face)	- Allows teaching to large groups at the same time
2	Lectures (recorded)	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarity of the presentation to all students
3	SGS	- Allow interaction between students and staff. - Allow discussion and brainstorming.
4	Practical	-Allow acquisition of practical skills by students
5	Flipped learning	- Give the students the chance to self-learning. - Enhance team working. Improve presentation skills
6	Team based learning (TBL)	- Encourage teamwork - Encourage collaboration between students

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

  Throughout the module during flipped learning and small group sessions by using case scenario discussions.

- **What went well?**

  Sessions went well with active participation of students.

- **What could be improved?**

  - Allowing more time between the lecture and the applied SGS session
  - Allow more time for teaching the module totally, as the students have condensed course in a very short time (begin from 9 am to 3 pm most of the days), not enough to understand and apply the learned material, also this material will be lost by time, as no revision later on.

B. Summative assessment

What were the methods and tools?

During the module:

1- Team based learning (TBL) [case studies, MCQ]
2- Flipped [Assessment rubrics, checklist]

Final module exam

- End module examination in the form of quiz.
- Final examination: Written examination (short essay- short questions- MCQ), Practical exam (OSPE)

- **If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it:** none

- **If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.** (none)

- **Explain if there were any unusual events or circumstances that might have affected the grade distribution.** (none)

5- Examination committee:

Head: Prof. Dr. Dalia Abd El Khalik, Head of Parasitology Department

Members:

Dr. Dalia Abd El Khalik	Parasitology department
Dr.Eman Taher Nor Eldeen	Pathology department
Dr. Amal Saeed.	Biochemistry department
Dr.Abdalla Elbeially.	Microbiology department
Dr.Amal Elshahat	Human anatomy department
Dr.Sheriene El-Araby Bedair	Human physiology department
Dr.Abeer Azmy	Histology department
Dr. Dalia Abdel Moteleb	Clinical Pharmacology department

Role of external examiner: (NA)

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: no
- Adequate to some extent: yes
- Inadequate: no

List any inadequacies:

Shortage of data show and computers in some teaching rooms.
Over crowdedness of the teaching rooms (small to student numbers)

7- Student evaluation of the module:

Done by (select the used method):

1. **Verbal communication** (√)
2. **Written comments**
3. **Surveys**

List any criticism	Response of MMT
Overcrowded classes	Transfer students to other classes when available
Non or Malfunction of computes and data show	-Staff uses their own laptops when available and whiteboard. - Use printed material. - Change the halls sometimes.

- **Faculty members and assistants' evaluation of the module**

Done by (select the used method):

1. **Verbal communication** √
2. Written comments √
3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Non- or Malfunction of computers and data show and use of laptops of the staff	Reporting to the administrative personnel

8- Action plan for academic year 20242025

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2024-2025**	**Faculty members and assistants**
Improve teaching schedule flexibility and organization.	**By the academic year 2024-2025**	**Faculty members and assistants**
Provide group for non-Arabic speakers	**By the academic year 2024-2025**	**By the academic year 2024-2025**

Name	Signature	Heads of the shared departments	Signature
		Prof. Dr. Dalia Abd El Khalik	

Semester coordinator: **signature**

Date: 17/4/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Professional Practice III: Basic Clinical Skills 2, Infection Control**
- Module Code: MED-203
- Year: **2023- 2024**
- Semester: **S3**
- Credit hours: **3 hours**
- Module contact hours: **40.2 hours**
- Module Coordinator: Dr**. Mona Hamed**
- Module Management Team:

Name	Department
Prof. Dr. Raghda Hafez	Microbiology Professor
Ass.Prof. Dr. Mona Hamed	Community Medicine Assistant Professor
Dr. Walid Attiah	Internal Medicine Lecturer
Dr. Ahmed Attiah	Internal Medicine Lecturer
Dr. Mohammed Tharwat Ahmed Abdel Fattah	General Surgery Lecturer
Dr. Amal Shawky	Microbiology Lecturer
Dr. Islam Mansy	Urology Lecturer

B- Statistical Information:

- No. of students attending the module:**1573,** Percent: **100%**
- No. of students completing the module: 1517, Percent: 96.4%
- Absent students: 56, Percent 3.56%
- Prohibited students: 0
- **Results:**
  - No. of Passed students: 1478, Percent: 97.43%
  - No. of Failed students: 39, Percent: 2.57 %
  - Absent students: 56

- **Grading of successful students:**
  - Excellent: No. : 846 Percent: 55.8%
  - Very Good: No.: 422 Percent: 27.8%
  - Good: No. : 166 Percent: 10.9%
  - Pass: No. : 44 Percent: 2.9%

- **Summer results:**
- No. of Passed Students: 53, Percent: 92.98%
- No. of failed students: 4, Percent: 5.4%
- Absent students: 17

- **Grading of successful students(summer):**
- Excellent: No.: 21 Percent: 39.6%
- Very Good: No.: 13 Percent: 24.5%
- Good: No.:0 Percent: 0%
- Pass: No.: 19 Percent: 35.8%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	• **Lecture** • **Face to face** • Antomy of thyroid and parathyroid glands • Biochemistry and molecular base of hormonal action • Thyroid hormone biothensis, thyroid function tests • Physiology of thyroid • Physiology of parathryroid

	• Histology of thyroid and parathyroid • Anatomy of suprarenal gland • Safety primicples in clinical settings • Histology of adrenal glands • Physiology of adrenal glands • **-SGS** • Anatomy of pituitary and pineal glands • Physiology of anterior pituitary • Feedback mechanisms and hypothalamus-hypophyseal axis • Histology of pituitary and pineal glands • **Clinical sessions** • Anatomy of different glands • Physiology of anterior pituitary • Physiology of posterior pituitary
2nd	• **Face to face** • **Lectures** • Physiology of pancreas • Glucose hemostasis, DM • Histology of endocrine portion of pancreas • Local hormones and adipose tissue as endocrine gland • Hormones affect lipid metabolism, fed and fast • Infection control strategies in healthcare provision • Regulation of body temperature • Anatomybof pelvic wall • Anatomy of male reproductive system • Histologt of testis • **Clinical sessions** • **Histology of adrenal gland** • **Physiology of thyroid**

	• **Physiology of parathyroid** • **Thyroid hormone biosynthesis, thyroid function test** • **Physiology of pancreas** • **Calcium hemostasis** • **Histology of thyroid and parathyroid** • **SGS** • Safety principles in clinical settings • Calcium hemostasis • Safety principles in laboratory settings
3rd	• • **Face to face** • **Lectures** • Physiology of male reproductive system • Anatomy of uterus and vagina • Histology of male ducts, glands and external genitalia • Factors affecting spermatogenesis, semen analysis • Hypothalamo-hypophyseal ovarian axis • Venipuncture • Histology of ovary • Histology of uterus and fallopian tubes, cervix, vagina and external genitalia • Female reproductive cycle • **Clinical sessions** • Histology of endocrine portion of pancreas • Anatomy of pelvic wall and sacrum • Anatomy of male reproductive system • Histology of male reproductive system • **Sgs** • Physiology of adrenal • Glucose hemostasis, DM • Hormones affect lipid metabolism, fed and fast • Infection control strategies in healthcare provision
4th	• **Lectures** • Anatomy of perineum/external genetalia • Ovarian cycle

	• Blood supply of pelvis • Physiology of puberty • Physiology of pregnancy • Histology of ovary • **Sgs** • Factors affecting spermatogenesis, semen analysis • Taking swabs for diagnostic purposes • Collecting blood samples • Anatomy of ovaries, fallopian tube and ligaments of the uterus • Uterine cycle • 1st week of pregnancy • 2nd week of pregnancy • 3rd week of pregnancy • **TBL** • **Clinical sessions** • Giving IV injections • Anatomy of female reproductive system • Signs of ovulation and anovulatory cycle • Adrenogential syndrome • Blood supply of pelvis/perineum
5th	• **Lectures** • Anatomy of umblical cord and placenta • Anatomy of yolk sac, amnion, allantois • Histology of placenta • Adminstering basic oxygen therapy • Development of git and repiratory anomalies • Development of genital system and anomalies • Physiology of basis of sex determination and differentiation • Breast milk and galactosemia • **Flipped** • Anatomy of mammary gland (breast) • **Sgs** • Folding • Placental function-fetoplacental unit

	• Developmentof urinary system and anomalies • **<u>Clinical sessions</u>** • Histology of ovary • Abnormalities of puberty/pregnancy test • Anatomy of fetal membranes • Using nebulizer for adminsteration of inhalation therapy
6th	• **<u>Lecture</u>** • Development of pharyngeal apparatus and anomalies • Cold and high altitude related illness • Development of heart • Physiology of lactation • ICU • Inborn errors of CHO metabolism • Development of central nervous system and anomalies • Physiological jaundice • **<u>Sgs</u>** • Histology of mammary gland • Physiological change of fetal circulation ar birth • Development of face and palate and anomalies • **<u>Clinical sessions</u>** • Physiology of labour • Anomalies of genital system • Histology of placenta • Histology of mammary gland • Inserting a cannula and venipuncture and collecting blood samples • Anomalies of the heart • Estimation of bilirubin • Physiological base of contraception • Anomalies of face and palate

2- Topics taught as a percentage of content specified (100%)

- Reasons in detail for not teaching any topic (None)
- If any topics were taught which are not specified, give reasons in detail (None)

Teaching and learning methods:

	Methods	Advantages	Challenges
1.	Lectures (face to face)	Allows teaching to large groups at the same time	- No records of student attendance - Some students did not attend - Uneven visibility& clarity of the presentation for all students Large topic with uneven briefing
	Small group sessions (SGS)	- Allow interaction between the staff members and students in focused groups	- Deficient or malfunctioning technical equipments in some teaching rooms
2.	Team based learning (TBL)	- Encourage team work - Encourage collaboration between students	- Limited area of teaching rooms - Inadequate technical equipments - Some students depended on their colleagues in their teams
3.	Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students	- Some students depended on their colleagues
4.	Clinical/practical sessions	-Allow acquisition of clinical skills by students	- Inadequate number of manikins, - Inadequate number of clinical cases and their variation between different groups
5.			

3- Student assessment:

A. Formative assessment

- **What are the methods and tools?**
  - Throughout the module during flipped learning and small group sessions by using case scenario discussions.

- **What went well?**
  Sessions went well with active participation of students

Some remarks:

1-The attendance rate for practical lessons was high, but there was some absenteeism in theoretical lectures

2- Students want to upload all recorded theoretical lectures once at the beginning of the module

3- Some students want more time to discuss and examine more cases of
thyroid disorders

What could be improved?

<u>Recommendations:</u>

- Uploading of all recorded lectures once at the beginning of the module
- Extend the module time for an extra one week to add more practical sessions and allow for foreign students to catchup the sessions
- Add a flexible time frame for online sessions, especially for surgery sessions
- Provide the table of places of sessions all at once at the beginning of the module
- Add self-paced and accredited continuing medical education sessions for the students to foster self-learning
- Encourage students to have online free accredited hours from accredited sites e,g, Medscape, BMJ, up-to-date
- Doing multiple quizzes for students to raise their interest and ensure attendance

B. Summative assessment

- **What were the methods and tools?**

During the module:

1- Team based learning (TBL) [case studies, MCQ]
2- Flipped [Assessment rubrics, checklist]

- **Final module exam: 21/1/2025**
- End module examination in the form of quiz. 18 mcq
- Final examination:Written examination (18 MCQ)
- 22-23/1/25 Practical exam 9 mcq (OSPE)
- 22-23/1/25 Clinical exam 5 marks (OSCE)

- **Portfolio:**

4 marks:

2 marks for Incision Academy certificates
2 marks for case scenarios

- **Assignment /2 weeks**

zero marks, for reinforcement of learning

- **If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change and the reasons for it** (None)

- **If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.** (none)

- **Explain if there were any unusual events or circumstances that might have affected the grade distribution.**
  (None)

4- Examination committee:
Head: Prof. Dr. Khaled Mohamed Saad.
Role of external examiner: (NA)

5- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: No
- Adequate to some extent: **Yes**
- Inadequate: No

List any inadequacies:

Shortage of data show and computers in some teaching rooms.
Over crowdedness of the teaching rooms (small to student numbers)

6- Administrative constraints

List any difficulties encountered: None

7- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication (√)
2. Written comments

List any criticism	Response of MMT
Non-functioning computers and data show at some halls	- Staff members were instructed to bring their own laptops and cables for data show - Use printed material - Change the halls sometimes

8- Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication (√)
2. Written comments

List any criticism	Response of MMT
Repeated technical problems with computers and data show	Regular reporting of problems and follow up

9- Comments from external evaluator(s):

Comments	Response of MM team
NA	**NA**

10- Module enhancement:

Progress on actions identified in the previous year's action plan:

Action	Completed (yes or no)	Reasons for non-completion

11- Action plan for academic year 2024/2025y

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2024-2025**	**Vice dean of students affairs**
Less number of students per group	**By the academic year 2024-2025**	**Curiculum Committee**
Topics to be changed in the e-book and handout:	**By the academic year 2024-2025**	**E learning unit**

Topics to be changed in the e-book and handout:

- None

Module coordinator:
Signature: Dr. Mona Hamed



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title:**Reproduction and Development**
- Module Code:**BMS RS 1-1**
- Year 2023/2024
- Semester**S4**
- Credit hours:**4.5**
- Module contact hours**: 61** hours
- Module Coordinator:**Dr. : Dalia Abdelmotaleb** /professor of pharmacology
- Module Management Team:

Name	Department
1- *Doaa Mohammed Yousef*	Human Anatomy and Embryology
2. *Raghda Abdulrahman Moustafa*	Medical Parasitology
3. *Salma Ahmed Mahmoud*	Pathology
4. *Reham Ibrahim Elgarhi*	Clinical pharmacology
5. *Heba Salah Gomaa*	Physiology department
6. *Samar Hassan Abdelhameed*	Histology and Cell Biology
7. Walaa El said Omar	Medical Biochemistry department
8. *Zeinab Saed Mohamed*	Medical Microbiology and Immunology

B- Statistical Information

- No. of students attending the module:1930 Percent: 100%
- No. of students completing the module:1836 Percent: 95.1%
- Results:

No. of Passed students: 1646 Percent: 85.3%
No. of Failed students: 284 Percent: 14.7%

- Grading of successful students:

Excellent: No. : 1069 Percent: 55.4%
Very Good: No. : 296 Percent: 15.3%
Good: No. : 226 Percent: 11.7%
Pass: No. : 56 Percent: 2.9%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught	No. of hours
1	General embryology (foetal membranes and events of third week) Anatomy of pelvic wall	Lecture Lecture Practical practical
1	Male Reproductive system and development of gonads and genital duct	Lecture Lecture
1	Female reproductive system	Lecture SGS practical
1	Testis Spermogenesis	2Lectures
1	Genital ducts and accessory glands	SGS
1	Male genital system	Lecture
1	Hypothalamo-hypophyseal testicular axis	2 lectures
1	-Hormonal regulation od menstrual cycle - Physiologic changes of menstrual cycle	Practical
1	Adrenogenital syndrome	SGS
1	Male genital system	2lectures
2	Female reproductive system	Practical
2	Ovary Uterus	2Lectures SGS
2	Histology of female genital system part 1	Practical
2	Fallopian tube,vagina and external genitalia	Practical
2	Physiologic base of puberty and function of sertoli cell	Flipped
2	Genital infection1	Lecture SGS
2	Lab diagnosis of genital	Practical

	infection1	
2	**TBL** **Anatomy / Histology**	**TBL**
2	**Pharmacology of estrogens**	**Lecture** **SGS**
2	**Pharmacology of Progestin**	**Lecture** **SGS**
2	**Hormonal contraception**	**Lecture** **Practical**
2	**Trichomonasvaginalis**	**Lecture** **Practical**
2	**Female genital system(Non neoplastic and neoplastic lesions of vagina)**	**2 lectures**
2	**Pathological features of uterine and cervical diseases**	**Lecture**
2	**Uterine bleeding**	**SGS**
2	**Ovarian and uterine tumors**	**Practical**
2	**Inborn errors of lipids** **Physiological Jaundice** **Estimation of bilirubin**	**Lecture** **Lecture** **Practical**
3	**Anatomy of Perineum**	**Practical** **SGS**
3	**Placenta**	**Lecture**
3	**Histology of female genital system part2**	**2 Practical**
3	**Physiologic process of pregnancy**	**Lecture**
3	**Pregnancy test**	**Practical**
3	**Pharmacology of androgens**	**flipped**
3	**TTT of STD**	**Lecture**
3	**Genital infection2**	**Lecture**
3	**Lab diagnosis of genital infection2**	**Practical**
3	**Genital infection 3**	**Lecture**
3	**TBL(Micro/Para/Path.)a** **Genital discharge**	**TBL**
3	**Placenta and ectopic pregnancy**	**SGS**

3	**Trichomonasvaginalis**	**Lecture Practical**
3	**Anatomy of breast**	**sgs**
3	**Pathology of breast**	**Lecture Practical**
3	**Physiology of lactation**	**Lecture**
4	**Development of face and palate**	**Lecture practical**
4	**Development of pharyngeal apparatus Development of the heart**	**Lecture lecture**
4	**Development of urinary system**	**Lecture Sgs Practical**
5	**Drug use in Pregnancy,lactation and children**	**Lecture Practical sgs**
5	**Inborn error of AA metabolism**	**Lecture practical**
5	**Inborn error of CHO metabolism Breast milk and galactosemia**	**Lecture Lecture**
5	**puberty**	**flipped**
5	**Tumors and tumour like conditions of chidhood**	**sgs**

2-Topics taught as a percentage of content specified>90%

Reasons in detail for not teaching any topic

none

If any topics were taught which are not specified, give reasons in detail

none

3- Teaching and learning methods:

	Methods	Advantages	Challenges
1.	Lecture	-Allow teaching for large group	-Not all the students attend the lectures -No reliable method to report the attendance

2.	Team Based Learning(TBL)	-Enhance collaborative learning between students -Stress the role of an individual in a team -Enhance team working	-Availability of good internet connections - Inadequate number of classes
3.	Flipped Learning	-Allow student self-learning -Improve presentation skills of students -Enhance group work	Encourage reactivity of student for self-learning and work in a team
4.	Small Group Sessions	-Allow the use of interactive teaching methods e.g. discussion, brainstorming etc.	Inadequate numbers of faculty (pharmacology, anatomy and parasitology)halls(the size of outpatient clinic halls and anatomy halls)
5.	Practical	-Student attain practical skills	Inadequate numbers of faculty(pharmacology, anatomy and parasitology)halls

4-Student assessment:

A. Formative assessment

- **What are the methods and tools?**

Throughout the module during flipped learning and small group sessions. By using case scenario and multiple choice best answer.
Attendant staff provides constructive feedback regularly to improve students learning

- **What went well?**

  Feedback improve student learning and encourage their active participation in the sessions

- **What could be improved?**

Providing homework assignment after each session to maintain student self-learning

B. Summative assessment

What were the methods and tools?

During the module:
1- Mid module examination in the form of multiple choice questions
2- Team based learning(TBL) [case studies, MCQ]
3- Flipped[Assessment rubrics, checklist]
Final Module Exam:
Written examination (short essay-short questions, MCQ)
Practical exam(OSPE)

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it
No change

If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.
No change

Explain if there were any unusual events or circumstances that might have affected the grade distribution.
None

5-Members of examination committee:

Head: Dr: Abeer Azmy Histology department
Dr:Eman El taher. Pathology department
Dr: Amal El shahat Human anatomy and embryology department
Dr: Dalia Abdelmotaleb Clinical pharmacology department
Dr: Dalia Abd elkhalek Parasitology department
Dr: Abdalla Elbeially Microbiology department
Dr: Abeer Azmy Histology department
Dr: Amal El shal Biochemistry department
Dr: Shereen Elaraby Human physiology department

Role of external examiner:
No external examiners

6-Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: no
- Adequate to some extent yes
- Inadequate no

List any inadequacies:

1. Internet connection e.g. In anatomy halls
2. Computers: technical problems e.g. in physiology, Microbiology
3. Data show
4. Poor ventilation

7-Administrative constraints

List any difficulties encountered:

8-Student evaluation of the module: Done by

Verbal communication **
Written comments
Surveys (*Attach the Survey responses*)

List any criticism	Response of MMT
Nonfunctioning computers and data show as in physiology department halls	usage of personal laptops and white board
Crowdedness in the small classes as in anatomy halls	Transfer the sessions into larger classes when available

9-Faculty members and assistants' evaluation of the module done by:

Verbal communication **
Writtern comments
(*Attach the Survey responses*)

List any criticism	Response of MMT
Improve classroom infrastructure quality by ensuring regular maintenance and timely resolution of recurring technical issues related to computers and data projectors. This includes strengthening technical support services to minimize disruptions to teaching activities and eliminate the need for staff to rely on personal laptops during instructional sessions.	Continuous monitoring and maintenance of study venues will be implemented to ensure they are fit for purpose.

10-Comments from external evaluator(s):

Comments	Response of MM team
NA	NA

11-Module enhancement:

Progress on actions identified in the previous year's action plan:

Action	Completed (yes or no)	Reasons for non-completion
Data show	yes	

12-Action plan for academic year 2023/2024y

Actions required	Completion date	Person responsible

Ensure that teaching rooms are equipped with adequate and fully functional computers and data projectors to support effective delivery of teaching sessions and maintain the quality and continuity of instructional activities.	**By the academic year 2023-2024**	**Faculty members and assistants**
Ensure the availability of adequate examination venues to accommodate all students simultaneously during the mid-module examination, in order to maintain examination organization, fairness, and standardization of assessment conditions.	**By the academic year 2023-2024**	**Faculty members and assistants**
Provide appropriately sized teaching rooms that can comfortably accommodate the number of enrolled students, ensuring a conducive learning environment that supports effective teaching, interaction, and student engagement.	**By the academic year 2023-2024**	**Faculty members and assistants**
The handout should be revised and reorganized to ensure balanced coverage of all topics, addressing areas where insufficient knowledge content was previously provided.	**By the academic year 2023-2024**	**All participating** Staff members in the CMMT

Module coordinator:
Signature: Dr- Dalia Abdelmotaleb **Date: 21/8/2024**